

Chester School District

109 Hinton Street
Chester, SC 29706

Grades	PK-12 District	
Enrollment	5,897 Students	
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average*
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average
2004	Average	Good

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

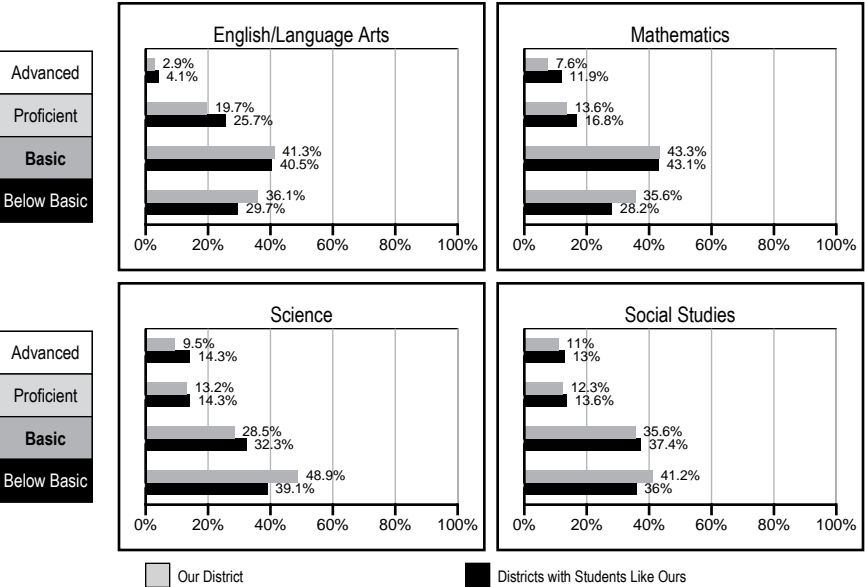
96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	19	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	70.2	72.7	82.3	73.8	75.4	78.1
Passed 1 subtest	14.0	14.6	11.4	12.0	13.8	11.2
Passed no subtests	15.7	12.6	6.3	14.2	10.8	10.7

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.1	73.2
English 1	49.1	57.9
Physical Science	51.9	49.2
All Subjects	56.5	60.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,897)				
First graders who attended full-day kindergarten	100.0%	Up from 99.8%	99.5%	98.9%
Retention rate	5.6%	Down from 7.0%	4.4%	4.0%
Attendance rate	95.2%	Down from 95.7%	95.4%	95.6%
Eligible for gifted and talented	11.7%	Up from 11.6%	11.7%	11.4%
With disabilities other than speech	9.9%	Up from 9.6%	11.0%	10.5%
Older than usual for grade	6.9%	Up from 4.1%	4.7%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Down from 3.1%	0.8%	0.8%
Enrolled in AP/IB programs	6.5%	Down from 6.6%	8.7%	10.3%
Successful on AP/IB exams	N/A	N/A	50.0%	56.0%
Eligible for LIFE Scholarship	34.3%	Up from 17.0%	30.0%	31.1%
Enrolled in adult education GED or diploma programs	23	Down from 41	41	48
Completions in adult education GED or diploma programs	16	Down from 41	22	27
Annual dropout rate	5.7%	Down from 9.4%	3.1%	3.8%
Teachers (n=441)				
Teachers with advanced degrees	58.0%	Up from 54.7%	55.0%	54.8%
Continuing contract teachers	73.2%	Down from 76.9%	76.6%	73.9%
Teachers with emergency or provisional certificates	5.8%	Up from 4.6%	4.4%	5.0%
Teachers returning from previous year	85.5%	Down from 86.1%	88.5%	88.8%
Teacher attendance rate	94.5%	Up from 93.4%	94.7%	94.9%
Average teacher salary	\$46,113	Up 3.6%	\$45,155	\$45,107
Vacancies for more than nine weeks	1.4%	Up from 1.2%	0.8%	0.5%
Professional development days/teacher	13.3 days	Down from 13.4 days	15.0 days	15.2 days
District				
Superintendent's years at district	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 19.9 to 1	19.4 to 1	20.2 to 1
Prime instructional time	87.5%	Up from 86.9%	88.7%	89.1%
Dollars spent per pupil*	\$9,034	Up 6.1%	\$8,635	\$8,666
Percent of expenditures for teacher salaries*	52.2%	Down from 53.0%	53.7%	53.1%
Percent of expenditures for instruction*	55.3%	Down from 55.7%	57.4%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 97.9%	98.7%	98.2%
Number of schools	13	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	3.3%	Up from 2.7%	2.1%	4.3%
Average age in years of school facilities	24 Years	Up from 22 Years	27 Years	26 Years
Number of schools with SACS accreditation	12.0	No Change	9.0	8.0
Average administrator salary	\$68,381	Up 4.3%	\$76,176	\$76,032

* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
The Academy for Teaching and Learning Charter (ELEM.)	Average	Good	Not Met
The Academy for Teaching and Learning Charter (MIDDLE)	At-Risk	Good	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	357	95.2%	1354	62.3%	391	82.4%	Yes
Gender							
Male	169	95.3%	666	63.4%	184	79.3%	N/A
Female	188	95.2%	682	61.0%	206	85.0%	N/A
Racial/Ethnic Group							
White	164	97.0%	662	72.1%	177	80.2%	N/A
African American	186	93.5%	668	52.1%	206	83.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	72.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	28	75.0%	118	34.7%	35	62.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	177	92.1%	705	50.9%	199	75.9%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	95.2%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	391	354
Number of Diplomas	322	271
Rate	82.4%	78.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	456	462	485	489	448	440	941	951		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	16.0	16.5	17.4	18.0	17.1	17.0	17.7	17.7	17.2	17.4
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	19.1 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2007–2008 school year has been an adventurous one for the students, schools, and the district as we continue to strive for excellence. We continuously make every effort to maximize the experiences of each individual in the district as we strive to use research-based practices to conduct effective, engaging instruction in our classrooms for children, as well as to provide teachers with time for collaboration, training, and sustained, ongoing professional development opportunities.

With each new year comes more complex and challenging experiences; however, the Chester County School District continues to move forward in achieving its overarching goal of obtaining Academic Excellence for all children. The commitment and dedication of the employees in our district is astounding. Success and forward progression would not be possible if not for the commitment, support, and generosity of our community.

The notion of forward movement is evident in all of our district schools. This can be attributed, in part, to the outreach of our schools and their creative ingenuity in securing family support and involvement. Schools are working to extend partnership opportunities to all parents and guardians through nontraditional means. Other contributing factors include the development of a standards' based curriculum from Pre- Kindergarten through grade twelve, quarterly benchmark testing to ensure proper pacing, and a focus on data analysis to determine the needs of children, as well as the actions that will be taken to address them. Finally, a commitment by the district to place Promethean Boards in every building has enhanced the quality of instruction in all schools as teachers are using technology to effectively support instruction and to provide students access to a plethora of information and resources.

The Chester County School District is committed to the development of all children, and although we recognize and celebrate the forward progression of the district, we continuously reflect upon how we may improve upon our weaknesses while continuing to capitalize on our strengths. Therefore, we have established goals for ensuring a quality education be provided to all children. Among these goals are a continued effort to partner with families and the community to benefit students, a partnership with the community to provide a greater service to our students who required an alternative educational experience, and an emphasis on quality, effective classroom instruction. We believe working towards the attainment of these goals will move us closer towards actualizing our goal of achieving Academic Excellence for all children in Chester County.

Larry B. Heath
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

N/A

Title I Schools' School Improvement Status

School	Status	School	Status
Great Falls Elementary	RP	Chester Park Elementary Fine Arts	NI
Lewisville Elementary	CSI	Chester Park Elementary Literacy/Tec	CSI
Chester Park Elementary Of Inquiry	CSI		

The Chester School District consists of 13 public schools with 5 of these schools, or 38.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	2590	99.9	35.6	41.0	20.6	2.9	33.7	48.2	No	Yes
Gender										
Male	1354	99.9	41.6	38.8	17.5	2.1	28.6	41.7	N/A	N/A
Female	1236	99.8	28.9	43.4	23.9	3.8	39.3	55.0	N/A	N/A
Racial/Ethnic Group										
White	1314	99.9	26.1	42.8	26.8	4.3	42.7	60.0	Yes	Yes
African American	1233	99.9	45.9	38.9	13.7	1.5	24.1	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	29	100.0	24.0	48.0	28.0	N/A	36.0	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	328	99.7	70.5	18.9	3.5	7.1	12.2	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	23	100.0	25.0	40.0	35.0	N/A	40.0	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	1601	99.9	43.3	40.2	14.7	1.9	25.1	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2590	99.9	34.6	43.5	13.7	8.1	33.3	45.8	No	Yes
Gender										
Male	1354	99.9	36.2	41.3	14.4	8.0	33.5	45.6	N/A	N/A
Female	1236	99.8	32.9	46.0	12.8	8.3	33.2	45.9	N/A	N/A
Racial/Ethnic Group										
White	1314	99.9	25.2	43.3	18.8	12.7	45.9	59.0	Yes	Yes
African American	1233	99.9	44.9	43.3	8.2	3.6	20.3	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	29	100.0	20.0	68.0	12.0	N/A	24.0	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	328	99.7	64.7	25.0	5.1	5.1	14.4	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	23	100.0	10.0	75.0	15.0	N/A	40.0	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	1601	99.9	43.1	42.7	9.6	4.5	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	1742	99.9	48.1	28.6	13.2	10.0	23.3	35.7	95.4	96.1
Gender										
Male	922	99.9	46.1	27.5	14.5	11.9	26.4	37.4	95.1	96.0
Female	820	99.9	50.4	29.9	11.8	7.9	19.7	33.8	95.7	96.3
Racial/Ethnic Group										
White	894	99.9	33.4	31.4	19.7	15.5	35.3	49.2	94.9	96.0
African American	818	99.9	64.3	25.4	6.1	4.2	10.3	17.0	95.9	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	58.0	95.9	97.3
Hispanic	20	100.0	41.2	35.3	17.6	5.9	23.5	24.9	94.3	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.1	94.6
Disability Status										
Disabled	241	99.2	70.4	16.5	5.7	7.4	13.0	14.0	94.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	15	100.0	38.5	38.5	15.4	7.7	23.1	24.4	96.1	96.8
Socio-Economic Status										
Subsided meals	1068	99.8	58.9	27.6	8.2	5.3	13.5	21.1	94.9	95.6

Social Studies

All Students	1735	99.8	40.5	35.5	12.2	11.7	23.9	34.0	95.4	96.1
Gender										
Male	900	99.8	41.1	32.2	13.4	13.3	26.7	36.6	95.1	96.0
Female	835	99.8	39.9	39.1	10.9	10.1	21.0	31.3	95.7	96.3
Racial/Ethnic Group										
White	872	99.7	32.0	34.1	16.3	17.6	33.9	44.5	94.9	96.0
African American	831	99.9	49.8	36.9	7.5	5.9	13.3	19.1	95.9	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.9	97.3
Hispanic	24	100.0	31.8	36.4	27.3	4.5	31.8	27.5	94.3	96.5
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.1	94.6
Disability Status										
Disabled	206	98.5	64.6	20.3	8.9	6.3	15.1	14.4	94.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	17	100.0	13.3	53.3	26.7	6.7	33.3	27.3	96.1	96.8
Socio-Economic Status										
Subsided meals	1080	99.6	47.2	36.2	10.2	6.3	16.6	21.0	94.9	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	414	99.8	22.6	40.9	33.2	3.3	36.5
	4	420	99.8	27.8	39.3	28.0	4.9	32.9
	5	422	99.8	42.2	38.2	17.9	1.7	19.6
	6	454	99.1	38.1	42.4	16.0	3.5	19.5
	7	455	99.6	46.6	39.7	12.3	1.4	13.7
	8	498	99.2	41.1	45.3	12.4	1.3	13.7
2008	3	429	100.0	18.5	35.8	39.5	6.2	45.7
	4	420	99.8	34.2	41.1	22.8	2.0	24.8
	5	418	100.0	35.5	44.1	17.4	2.9	20.3
	6	419	99.8	40.2	39.9	16.8	3.0	19.8
	7	472	99.8	39.6	43.9	14.3	2.2	16.5
	8	432	100.0	44.6	40.8	13.4	1.2	14.6
Mathematics								
2007	3	414	99.8	33.0	52.3	9.9	4.8	14.7
	4	420	100.0	30.2	36.3	17.5	16.1	33.6
	5	422	99.8	31.3	43.4	16.6	8.7	25.3
	6	454	99.1	28.5	43.3	20.9	7.3	28.2
	7	454	99.8	34.5	45.7	14.2	5.7	19.9
	8	498	99.0	40.1	48.7	8.2	3.0	11.2
2008	3	429	100.0	30.1	51.6	11.9	6.4	18.3
	4	420	99.8	34.7	42.8	14.6	7.9	22.5
	5	418	100.0	31.1	40.2	17.2	11.5	28.7
	6	419	99.8	32.9	37.2	15.6	14.3	29.9
	7	472	99.8	33.5	46.0	13.4	7.1	20.5
	8	432	100.0	45.3	43.2	9.6	1.9	11.5
Science								
2007	3	211	99.5	59.6	31.9	5.3	3.2	8.5
	4	420	100.0	54.6	24.1	13.9	7.4	21.3
	5	211	99.1	59.0	22.6	12.3	6.2	18.5
	6	227	98.2	50.2	32.5	6.2	11.0	17.2
	7	454	99.6	46.2	37.2	10.2	6.5	16.6
	8	253	99.2	42.2	37.7	10.2	9.8	20.1
2008	3	216	100.0	42.2	33.7	18.1	6.0	24.1
	4	419	99.8	50.1	30.3	12.2	7.4	19.6
	5	209	100.0	51.2	23.6	11.8	13.3	25.1
	6	211	100.0	58.2	14.9	11.9	14.9	26.9
	7	470	99.8	40.6	35.2	13.0	11.2	24.2
	8	217	100.0	53.1	24.6	13.7	8.5	22.3
Social Studies								
2007	3	210	100.0	27.9	48.7	18.3	5.1	23.4
	4	420	100.0	36.5	39.2	16.9	7.4	24.3
	5	214	99.5	47.8	32.0	12.8	7.4	20.2
	6	227	99.6	28.0	37.0	21.8	13.3	35.1
	7	454	99.8	56.7	27.9	7.8	7.6	15.4
	8	245	99.6	41.8	45.7	9.5	3.0	12.5
2008	3	214	100.0	22.7	47.3	17.4	12.6	30.0
	4	418	99.8	40.0	38.6	14.7	6.7	21.4
	5	209	100.0	36.1	33.2	12.2	18.5	30.7
	6	208	100.0	28.8	27.8	15.7	27.8	43.4
	7	471	99.6	56.1	27.6	7.0	9.4	16.4
	8	215	99.5	41.5	44.9	10.2	3.4	13.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	417	99.8	11.9	38.1	33.8	16.2	65.2	69.7	Yes	Yes
Male	191	99.5	16.1	37.1	34.9	11.8	62.4	64.6	N/A	N/A
Female	226	100.0	8.3	38.9	32.9	19.9	67.6	74.8	N/A	N/A
White	207	99.5	8.6	27.4	39.1	24.9	76.1	81.7	Yes	Yes
African American	204	100.0	15.1	47.7	29.1	8.0	54.3	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	37	100.0	27.8	41.7	22.2	8.3	47.2	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	212	99.5	17.3	48.0	27.7	6.9	52.5	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	417	99.8	10.4	33.6	35.3	20.6	69.9	67.2	Yes	Yes
Male	191	99.5	12.9	32.3	33.3	21.5	70.4	66.3	N/A	N/A
Female	226	100.0	8.3	34.7	37.0	19.9	69.4	68.0	N/A	N/A
White	207	99.5	6.1	28.4	40.6	24.9	78.2	79.6	Yes	Yes
African American	204	100.0	14.1	38.7	30.7	16.6	62.3	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	37	100.0	25.0	36.1	25.0	13.9	50.0	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	212	99.5	16.3	38.1	33.2	12.4	59.9	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	472	96.2	65.7	15.9	8.9	5.7	N/A	N/A	N/A	N/A
Male	223	95.5	61.4	16.6	9.4	8.1	N/A	N/A	N/A	N/A
Female	249	96.8	69.5	15.3	8.4	3.6	N/A	N/A	N/A	N/A
White	227	97.4	55.5	20.3	12.3	9.3	N/A	N/A	N/A	N/A
African American	236	94.9	75.4	11.9	5.1	2.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	44	88.6	77.3	9.1	2.3	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	245	95.1	74.7	12.7	5.7	2.0	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	463	97.8	16.3	33.3	33.5	17.0	60.4	70.7
	2008	417	99.8	11.9	38.1	33.8	16.2	65.2	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	463	97.0	22.6	29.6	26.4	21.4	58.8	62.2
	2008	417	99.8	10.4	33.6	35.3	20.6	69.9	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%	Yes

* Or greater than last year